Plan

Teach

Adjust

Reflect

FMIS

z

Instructional Framework - Fred Moodry Intermediate School

Plan	**Teach**	**Reflect**	**Adjust**
- Bell Ringer - Room Arrangements - matches the instructional needs of students - Planning standards based lessons with a focus - Set and track student goals. - Collaboration - Mobilize families and stakeholders in support of student success	- Students understand the "what" and "why" of lesson. - A purposeful activity is conducted that provides teacher with feedback. - Teacher uses routine to maximize instruction. - High expectations are set for rigorous student work. - Build a positive school wide culture - Interventions - Scaffolding - Writing	- Analyze student progress and data. - Classroom space and culture - Teaching practices - Effectiveness of observed lessons - Evaluations	- Modify instruction in response to data collected - Refine classroom space and culture based on reflection - Intervention tools applied - Setting appropriate goals for students and classroom. - Implement ideas taken from collaboration of observed lessons

Plan

- Bell Ringer
    -Each teacher will plan for a bell ringer that will allow students to start independently when they enter the room.

- Room Arrangements match the instructional needs of the students
    -Seating arrangements are organized for optimal learning taking into account teacher and student needs
    -Appropriate materials are easily accessible
    -Environment is inviting and engaging

- Planning curriculum based lessons with a focus
    -Learning objective, essential question, and vocabulary are clearly presented to students via a consistent visual medium.
    -Use Montana Common Core standards and BYOC to create lessons
    -Implement evidence based practices
        -Use and align resources strategically
            -For example: Journeys, IXL, Newsela, Go Math, Reflex, Integrated Science, Accelerated Reader, Google Apps, iPads, Chromebooks, books sets
    -Purposeful, engaging lessons that allow for feedback
        -For example: whiteboards, book talks, think pair share, CRISS strategies, discussions, writing activities, thumbs up / thumbs down, Kahoot, Google Apps, Fist to Five

- Track student progress and set goals
    Academic
        -Using standard based assessment (NWEA, SBAC, ISIP) to set goals with students. Allow students to be part of the goal setting process
        -Continuously track student performance using various classroom assessment methods (formative - exit tickets, tests, observations, etc. and summative- projects, tests, reports, grades, etc.)

Behavior
> *-Clear classwide expectations for behavior are stated and posted. Expectations are reinforced as needed.*
> *-Consistent school wide consequences using the school wide matrix and consistent rewards for behavior*
> *-Collaborate with students (classes) on what's working and what's not and brainstorm possible solutions.*
> *-Be aware of students with behavior plans and implement interventions based on ongoing assessment.*
> *-Track behaviors using Infinite Campus*

- Collaboration

  -Grade level
  > *Weekly team meetings and planning*
  > *Reflection and strategies for student interventions (academic and behavior)*

  -Colleagues
  > *Observations of similar and different grades, subjects*
  > *Staff meetings*

  -Parents
  > Parents, Teacher, Student Conferences
  > Have 3 or 4 parents on the leadership team
  > Contact (Class Dojo, email, Google, newsletters,

- Mobilize families and stakeholders in support of student success
  > *-Family Nights*
  > *-Parent Volunteers (field trips, school activities, etc.)*

Teach

- Students understand the "what" and "why" of lesson
    - *Through clear teacher presentation students will understand why the lesson is being taught, and what the objectives are.*
    - *Students will be able to explain what they are learning during lessons.*
    - *Students can make real-world connections to what is being taught.*
    - *Students can apply what they have learned to further lessons in other subject areas.*

- Purposeful activity is conducted that provides teacher with feedback
    - *Each activity will have an outcome that provides feedback to teacher and students, through a variety of outlets (written, oral, scores, discussion, collaboration, etc)*
    - *Assessments will demonstrate students knowledge of standards.*
    - *Participation from all students in activity, allowing everyone to participate in conversation, not just the "hand raisers"*

- Uses routines to maximize instruction
    - *Teacher will move around the room to monitor student progress, using verbal cues and hand gestures to encourage, praise, or redirect students.*
    - *All learners will be engaged for the majority of the lesson (randomizing student selection during discussions)*
    - *Differentiation of learning and teaching will keep all students engaged. Variety of discussion techniques (peer, written, small group,whole group, etc.)*
    - *Teacher will use bell ringers and exit tickets to maximize feedback and instructional time.*
    - *Different strategies will be used throughout lesson to check for understanding (thumbs up or down, fist to five, white-board, participation in discussion, etc.)*
    - *Teacher will implement their own routines and procedures to be used throughout the year.*

- High expectations are set for rigorous student work
    - *Expectations will be explained and modeled by teacher and understood by all students for fluent classroom management approaches.*
    - *Expectations will be posted and modeled in classroom, hallways, and other school areas.*
    - *Meeting student needs at all academic levels, using differentiated instruction and the WIN (What I need) period.*

-Policies will be set for student work (turning in, late policy, make-up, extra credit, test accommodations)

- Positive classroom culture
    - *-Teacher will welcome all students at the door each class period.*
    - *-Students work efficiently in any or all learning opportunities provided, whether individually or in a group setting.*
    - *-Teacher will use their knowledge of their students to provide the best learning opportunities.*
    - *-Teachers will work to praise and guide students to help them feel ownership of their success (goal setting, self reflection, etc).*

- Response to Intervention
    - *-Teachers will monitor academic progress and use interventions as necessary to help students continue to grow.*
    - *-Teacher will use behavioral interventions from the PBIS model to create a positive classroom environment.*

- Scaffolding
    - *-Activities will be differentiated to allow for all students to work in their zone of proximal development.*
    - *-Teachers will accommodate all students during lessons to meet their current needs.*
    - *-I do, we do, you do: gradual release of responsibility*

- Students' Progress and Data
  Goal setting
    -Teachers will analyze student progress towards goals.

    Instruction planning
    -Teachers will analyze data to focus instruction.

    Collaboration with co-workers
    -Teachers will partner with all school entities to reflect on student progress.

- School wide culture
    -Staff will assess and refine school and classroom culture.

- Teaching Practices
    -Teachers will be mindful of students as individual learners.
    -Teachers will differentiate instruction to meet individual student needs.
    -Teachers will use a variation of techniques to provide the students with optimal learning experiences.
    -Teachers will use assessment techniques that are non threatening to students and help the students and instructor to work cooperatively to maximize learning.

- Effectiveness of observed lessons
    -Teachers will use formative data to help plan instruction; data may include benchmark assessments, exit tickets, pair/share, journaling, classroom discussion, and written work.
    -Teachers will use knowledge gained from observing colleagues.

- Evaluations and Walkthroughs
    -Tenured teachers will be evaluated every three years using the Danielson Model
    -Non tenured teachers will be evaluated every year using the Danielson Model
    -Walk throughs may include verbal support and/or written documentation

- Modify instruction in response to data collected
  Modify when applicable:
  > *-Specific individual goals: including formative (district testing/classroom) and summative assessments*
  > *-Modifications are changes in what a student is expected to learn.*
  > *-Modifications include changes in the following: • instructional level • content/curriculum • performance criteria • assignment structure-paper/pencil work*

- Refine classroom space and culture based on reflection
  > *-Provide an orderly and predictable room*
  > *-Post VISUAL reminders of the rules and procedures*
  > *-Reduce clutter*
  > *-Be consistent • Label key areas clearly – (Turn in papers here.)*
  > *-Assigned seating*
  > *-Use behavior modification techniques to meet student needs*
  > *-Allow for age appropriate and discrete sensory stimulation – stress balls, fidget toys, etc.*
  > *-Allow the use of earplugs or headphones (without input/hookups) to block out background noise during test taking, independent work.*

- Intervention tools applied through data collection
  > *-Intervention tools adjusted as needed*

- Setting appropriate goals for students and classroom
  > *-Modify goals based on student progress*

- Implement ideas taken from collaboration of observed lessons